DOCUMENT RESUME

ED 239 708 JC 840 802

AUTHOR Ruppert, James C.
TITLE Media Journals: Relevancy and Writing in Psychology Instruction.
PUB DATE [4 Nov 83]
NOTE 6p.; Paper presented at the National Meeting of the Association for Improvement of Community College Teaching (Louisville, KY, November 2-5, 1983).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Basic Skills; Community Colleges; Competency Based Education; Interdisciplinary Approach; *Mass Media; *News Media; *Psychology; *Relevance (Education); Teaching Methods; Two Year Colleges; *Writing (Composition)
IDENTIFIERS *Journal Writing; PF Project

ABSTRACT

Offered as a teaching technique for community college psychology instructors, public media journals are described as a means of teaching psychology and its relevancy as well as a way to encourage the practice of the skills of reading and writing and the development of basic scientific attitudes toward common public media. The journals are also presented as useful tools for diagnosing students' basic skills problems, as tools for promoting team teaching efforts between psychology instructors and English instructors, and as a method of using the competency-based education format promoted by the Michigan State Department of Education in an academic class. A student handout is provided which instructs the students in the required format of the public media journal. The handout includes background, student goal, and performance objectives. The performance objectives are divided into three parts which contain a "given," a "product," and "criteria." The "criteria" provide instruction on how to write the journal, what to write in the journal, and how to earn grades. Also included is a blank sample of the student report form for making entries in the journal. (EM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED239708

MEDIA JOURNALS:
RELEVANCY AND WRITING
IN PSYCHOLOGY INSTRUCTION

by
James C. Ruppert
Psychology Instructor
Muskegon Community College

JC840802

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James C. Ruppert

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Session VI
National Meeting, November 2-5, 1983
Association for Improvement of Community College Teaching
Hyatt Regency, Louisville, Kentucky

MEDIA JOURNALS: RELEVANCY AND WRITING IN PSYCHOLOGY INSTRUCTION

"Permissiveness of the sixties" is credited with having generated incompetency in our schools. Play your way down the "yellow brick road" for thirteen or so years and pick up a diploma providing instant intelligence, just like Scarecrow did. Competencies in reading, writing, and sciences are urgent concerns of the State of Michigan as they are to others, nationally. Relevancy is a constant challenge in education.

The Michigan Department of Education, Vocational Technical Service, has gone to considerable expense in money and effort to competency base education in the occupational curricula of Community Colleges. Muskegon's vo-tech courses are all structured with CBE format. Psychology courses are the only traditional academic courses to attempt to use the State format here. "Media Journals" are examples of that attempt.

"Media Journals" are not only instruments to teach psychology and its relevancy, but they encourage reading, writing, and basic scientific attitudes toward common public media. These media continue with students beyond their graduations. They are not left behind with college textbooks and libraries.

"Writing across the curriculum" is a worthwhile endeavor being promoted by English and Communications teachers. However, a psychology instructor cannot hope to teach the basic skills in fifteen weeks which English teachers could not instill in fifteen years. Producing six hundred (600) student credit hours per semester leaves little time to teach more than

the psychology curriculum. Still, psychology teachers can devise means to help with "writing across the curriculum," without being terribly burdened.

Media journals are useful tools in encouraging relevancy, critical thinking, reading, writing, and competency in psychology. They can be diagnostic tools for reference of students with basic skills problems to remedial help. They can be useful in team-teaching efforts, allowing psychology instructors to evaluate content and English teachers to deal with form. Caution must be exercised, however, to prevent students with poor penmanship from being punished for it. They have paid that price since kindergarten, and this is a psychology course after all.

The attached are distributed to students. Please examine them for a few minutes and discussion time will follow.

Respectfully submitted,

James C Ruppert

James C. Ruppert

JCR/mb

PUBLIC MEDIA JOURNAL IN PSYCHOLOGY
(For Mr. Ruppert's Psychology Class)

A - Background: The relevancy of psychology to daily life is often demonstrated by current media presentations.

B - Your Goal: Recognize that psychology is in continuous use in our daily lives.

C - Your Performance Objectives:

1 - Given:

a - your choice of common public media to use, i.e., television, radio, newspaper, or magazine.

b - and a form to complete for each experience, i.e., attached.

2.- Produce: a journal of your listening, viewing, and reading activities in psychology, from ordinary current media, no more than 6 months old.

3 - Criteria:

a - You will legibly write a journal.

b - Your journal will include the time, day, date, and title of your source, and topic, i.e., 9:30 p.m., Wednesday, February 13, 1994, CBS T-V, "Help for the Handicapped."

c - You will use only real life material from common public media. Soap operas will not do. Specialized sources such as "Psychology Today," "Omni," or other science magazines will not do. Documentary dramatizations are acceptable. Fiction is not.

d - You will use correct spelling, punctuation, complete sentences, etc., in order to communicate clearly.

e.- You will clearly indicate how the information is relevant to a specific topic in your psychology class.

f - Attach the first page of the article, or the page from your T-V Guide, to the back of your report. A photo copy is acceptable if you do not wish to harm the original.

g - Strive for variety. Do not use the same source or the same topic more than twice. Use your "Table of Contents."

h - You will submit your reports to the instructor as you complete them. When they are returned to you, keep them in a folder. Hand in your folder three weeks prior to the end of the term, so it can be graded according to the number accepted.

i - You will submit one acceptable report in order to receive a D-, two for a D, 3= D+, 4 = C-, 5 = C, 6 = C+, 7 = B-, 8 = B, 9 = B+, 10 = A-, 11 = A, 12 = A+, for this project.

STUDENT REPORT

PUBLIC MEDIA JOURNAL IN PSYCHOLOGY

(For Mr. Ruppert's Psychology Class)

Student's Name_____Class Time_____

SOURCE: _____

Publication or broadcast date:_____

Title of the article:_____

In summary, the significant information I learned was:_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(Respond to one of the following.)

1. This relates to the topic of_____

_____as found on page_____of my textbook.

2. This relates to my classnotes on the topic of_____.

The instructor's evaluation:

( ) accepted. File this in your folder.

( ) rejected. Confer with the instructor.

(Don't forget to attach the article or the page from TV-guide.)

Form No. 758